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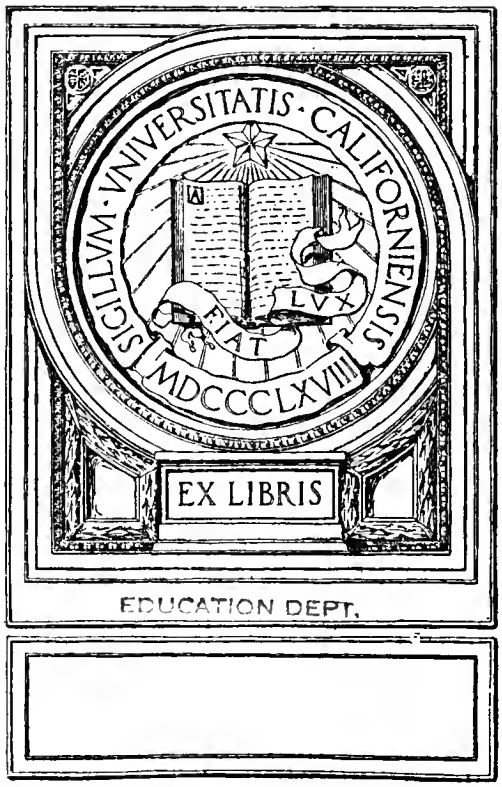

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GUIDE TO READINGS IN CIVIC EDUCATION.

By

Olive Thompson

THESIS

Submitted in partial satisfaction of the requirements for the degree of

Master of Arts

in

Education

in the

GRADUATE DIVISION

of the

UNIVERSITY OF CALIFORNIA

MAY 1922

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A GUIDE TO READINGS IN CIVIC EDUCATION.

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PREFACE

Since citizenship comprises membership in group life, civic education is the preparation of individuals for efficient participation in group life. Co-operation in small and large groups is an inevitable factor in modern social life, therefore the development of knowledge, habits, abilities and ideals for associated living is very significant for a democratic society. Professor Snedden makes the following statement in his Sociological determination of objectives in education:

"The making of good citizens in the broadest sense, that is, of adults who will contribute to the harmony and co-operation needed within the social group, out of plastic childhood with its individualistic and 'small group' instincts, has been a task to which societies appear to have addressed themselves since the beginnings of organized human life on earth. Education for citizenship is simply one phase of the complex process of social control. Preparation for citizenship has generally taken place in ways unperceived by the learner, and doubtless often, too, in ways only partially understood by the teacher--as parent, elder, chief, master worker, priest, or lawgiver; for it is certain that the customs, dogmas, traditions, institu-

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tions, and ideals evolved to perpetuate social control have a potency at any given time far beyond that which can be perceived and comprehended by any individual.

"But the old ways of fitting for citizenship are not sufficient for the modern world. The citizen of a twentieth century democracy has responsibilities that are both greater and different from those borne by his forefathers. It seems very probable, indeed, that the spread of aspirations for democracy, accompanied by general social demands for, and approval of, freedom of thought, have rendered of small service much of the old machinery of social control, and have laid upon us the need of inventing and applying new means and methods.

"These are the considerations which point to the urgent need, in modern societies, of new and more purposeful methods of education for citizenship. On the one hand we have rapidly developed a social order that is more complex and delicately adjusted than any with which our forefathers were acquainted; and, on the other hand, we have wrought certain fundamental changes in social insight and ideal, the effect of which is greatly to lessen, if not often to nullify, the effectiveness of the historic means and methods of social control which had slowly shaped through scores of centuries. Simultaneously with the

development of new necessities and new demands, we find ourselves obliged to 'scrap' much of that long useful machinery, the motive power of which was authority."

This Guide to readings in civic education has been prepared to assist teachers and teachers in training in gaining a conception of the scope of civic education. The development of social intelligence is a prime requisite for teachers of civic education and a selection of books, written from a scientific viewpoint, has been made with that end in view. The divisions do not represent rigid classifications of subject matter as such, but afford an opportunity for the educator to discover some of the representative works in the different fields. Social intelligence implies a well-rounded comprehension of social forces which can be gained only by a thoughtful integration of all the fundamental elements of social life. It is this important distinction that separates the scientists working in the various social fields from the educators drawing from them all for the purposes of civic education.

In addition to the references which are listed, current magazines will be found indispensable in their interpretation of social phenomena. The Nation, the New Republic, the Freeman, and the Survey are excellent liberal weeklies. The American Journal of Sociology, the

development of new necessities and new demands, we find unreasonable obligations to [illegible] over of that long [illegible] machinery, the [illegible] power of which was [illegible].

The [illegible] to [illegible] prepared to [illegible] [illegible] making a conception of the [illegible] development of social [illegible] [illegible] for [illegible] of civic [illegible] [illegible] [illegible] [illegible] [illegible] classifications of [illegible] [illegible] opportunity for the [illegible] [illegible] responsibility [illegible] in [illegible] [illegible] [illegible] [illegible] [illegible] forces which can be [illegible] [illegible] [illegible] tion of all the fundamental elements of [illegible] is this [illegible] [illegible] [illegible] [illegible] [illegible]

American Political Science Review, the Annals of the American Academy of Political and Social Science, the American Economic Review, and the International Journal of Ethics offer some of the best research in these particular fields. The American Journal of Psychology and the Journal of Educational Psychology are two of many journals in psychology. School and Society, the School Review, and the Elementary School Journal, prepared by the University of Chicago, where some of the best work in civic education is being done, are very helpful.

The Historical Outlook contains, among other things, accounts of the committees working on a reorganization of the social studies; the committee on the social studies in the secondary school of the National Educational Association; the recently formed National Council of the Teachers of the Social Studies and the committee on history and citizenship of the American Historical Association.

The selection and arrangement of the books are of course tentative and should be revised constantly. It is hoped merely that a beginning has been made in staking out the whole field of civic education.

American political science review, the annals of the American academy of political and social science, the American "journal of sociology, and the [illegible] of nations with some [illegible] research in [illegible] tionary fields. The [illegible] journal of sociology and the journal of educational sociology are two of the journals in [illegible]. [illegible] the [illegible] review, and the [illegible] [illegible] are thoroughly [illegible] phenomena of the [illegible] civic education is being done, and very [illegible].

The historical [illegible] [illegible] [illegible] of the [illegible] [illegible] the social sciences [illegible] [illegible] [illegible]

In this connection, it is important to bear in mind that the books have been selected for the education of teachers and teachers in training, consequently the specialists in the different fields will find numerous omissions, consciously made. Many of the older authorities considered as classic have been omitted for this reason. In consideration of political institutions, in particular, classical works, familiar to scholars, are of little value to teachers who have need of the most modern scientific studies of the nature of government. It is this more recent research that throws the most light upon social phenomena if we are making progress in understanding ourselves. The scientific evolutionary viewpoint particularly as it is now developing in the field of social psychology makes new interpretations inevitable, and this newer dynamic conception rather than the historical conception must result from training in civic education. Thus civic education first and foremost should provide for every teacher social intelligence regarding modern society.

In this connection, it is important to see to it that the books are [illegible] for [illegible] teachers and students in [illegible] left in the [illegible] [illegible] conditions [illegible] [illegible] ed to [illegible] [illegible] administration of [illegible] [illegible] [illegible] teachers and [illegible] [illegible] of the nation of [illegible] [illegible] enough that [illegible] [illegible] we are making progress [illegible] [illegible] [illegible] now developing in the field of [illegible] [illegible] [illegible] [illegible] [illegible] training in [illegible] [illegible] [illegible] [illegible] [illegible]

A GUIDE TO READINGS IN CIVIC EDUCATION.

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A GUIDE TO READINGS IN CIVIC MORALS.

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III. Education.

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PART I. SOCIETY.

1. Social Institutions.

a 1 Ward, Lester Frank. Pure sociology, a treatise on the origin and spontaneous development of society. New York, Macmillan, 1903.

The first part of the book in which the nature and the function of sociology are analyzed is a very valuable introduction. The book as a whole is a monumental masterpiece and deserves deep study by the students of the subject. Ward is acknowledged to be the first leading American sociologist, a genuine creative genius in the field of social science.

a 2 Giddings, Franklin. Studies in the theory of human society. New York, Macmillan, 1922.

Professor Giddings is well-known for his contributions to sociology. This latest volume in some respects is a summary of his conceptions as they have developed.

a 3 Ross, Edward Alsworth. Foundations of sociology. New York, Macmillan, 1910.

A good approach to sociology by one of the leading American writers in this field. Such chapters as The scope and task of sociology, Social laws, The mob mind, Properties of group-units, Social forces, Factors of social change, The value and rank of the American people suggest the actual treatment of the subject matter.

a 4 Ross, Edward Alsworth. Principles of sociology. New York, Century, 1920.

a 5 Cooley, Charles Horton. Social organization, a study of the larger mind. New York, C. Scribner's sons, 1909.

This book is of great value in understanding group associations as a factor in democratic life. The primary aspects of organization and communication

are analyzed in leading up to a study of the democratic mind, which is a particularly significant study. Such elements as the Enlargement of consciousness, The theory of public opinion, What the masses contribute, Democracy and crowd excitement and Democracy and distinction are discussed. The remaining divisions of the book are devoted to social classes and institutions.

a 6 Cooley, Charles Horton. Social Process. New York, C. Scribner's sons, 1918.

a 7 Williams, James Mickel. Foundations of social science, an analysis of their psychological aspects. New York, A. A. Knopf, 1920.

The first of a series of six volumes which are about to be published. They are studies of different branches of human activity unified to the essential principle of the science of human nature.

a 8 Maciver, Robert Morrison. Community, a sociological study, being an attempt to set out the nature and fundamental laws of social life. London, Macmillan, 1917.

A suggestive study which is an attempt to depart from methods and formulae of both physical and biological science in the observation and interpretation of social phenomena.

a 9 Williams, James Mickel. An American town; a sociological study. New York, J. Kempster Printing Co., 1906.

This monograph is a study of a real American town from personal observation and association. The author treats of the social development of the town from its settlement up to 1875 and then from 1875-1900. He analyzes the economic and social life and shows their relation to politic activity. In the second period, particularly, he discusses social forces and social welfare.

a 10 Goldenweiser, Alexander A. Early civilization, an introduction to anthropology. New York, A. A. Knopf, 1922.

Announced for publication soon.

a 11 Sumner, William Graham. Folkways; a study of the sociological importance of usages, manners, customs, mores, and morals. Boston, Ginn & Co., 1907.

a 12 Frazer, James George. Psyche's task, a discourse concerning the influence of superstition on the growth of institutions. London, Macmillan, 1909.

a 13 Lowie, Robert Harry. Primitive society. New York, Boni & Liveright, 1920.

An introduction to primitive social organization, designed particularly to be a general guide. The author deals "with the groups into which society is divided, the functions of these groups, their mutual relations, and the factors determining their growth".

a 14 Boas, Franz. Mind of primitive man. New York, Macmillan, 1911.

A remarkable study by one of the leading anthropologists in the United States. Professor Boas analyzes racial prejudices, shows the influence of environment and of heredity upon human types with the view of analyzing the mental traits of primitive man and of civilized man. He considers race and language unreliable evidences of cultural development. He traces the universality of cultural traits to the sameness of elementary ideas, and therefore questions the too general implications of the evolutionary viewpoint. The book closes with a discussion of some traits of primitive culture to illustrate this theory.

a 15 Webster, Hutton. Primitive secret societies; a study in early politics and religion. New York, Macmillan, 1901.

The author attempts to show the nature and function of primitive secret societies as the means of control which the primitive groups used in initiating their members into adult society. They illustrate admirably the extensive manner in which primitive people relied

upon stimulating the emotions as the safest and surest method of fixing proper standards of behavior for group life. Such a study is very significant in the contrast it presents to modern methods of civic education where emotional stimuli are too often neglected in training adolescents for modern society.

a 16 Park, Robert Ezra and Burgess, Ernest W. An introduction to the science of sociology. Chicago, Univ. of Chicago press, 1921.

This book achieves a worthy purpose in a truly remarkable manner. A collection of excerpts properly adapted from the leading sociological thinkers ~~are~~ is made into an organic whole through an excellent classification of subject matter. The first chapter is a splendid original contribution entitled Sociology and the social sciences. Each of the following chapters falls naturally into four parts: introduction, materials, investigations and problems, and bibliography. The scope of the work is therefore vast in extent, and inestimable in value.

a 17 Blackmar, Frank Wilson and Gillin, John Lewis. Outlines of sociology. New York, Macmillan, 1916.

"Part I defines the subjects and points out the practical purpose of its study; Part II outlines the way in which some of the more important social ideas and institutions have come to be what they are; Part III and Part IV attempt to present an analysis of society from the genetic point of view, the former from the standpoint of the working of unconscious forces, the latter with reference to the part played by social ideals in social development; Part V deals with social pathology, a phase of social life which cannot well be omitted if the student is to be given an adequate conception of the nature of society; Part VI is an attempt to vitalize the study of sociology by giving the student an opportunity to make a first hand study of society and to supply a few simple principles to guide him in making such a study; Part VII rounds out the beginner's conception of the subject by briefly setting forth the essential differences between social philosophy and social science

in the endeavor to give the student a clear conception of the nature of social science and an acquaintance with the names of those who have had a part in its creation."

The book is designed for textbook use and has excellent references and questions at the close of each chapter.

a18 Gillette, John Morris. Sociology. Chicago, A. C. McClurg, 1916.

This little book is highly recommended as perhaps the best brief introduction to the study of sociology. It is written by a man well-known in the field, so its simplicity is not gained at the expense of authority. It affords the student beginning sociology an opportunity to become familiar with sociological terms and the classification of social phenomena. There is an excellent list of references for further reading.

a19 Bogardus, Emory Stephen. A history of social thought. Los Angeles, Univ. of So. Cal. press, 1922.

The contents of this volume are divided into twenty-eight chapters beginning with two on the nature of social thought and Earliest social thought, namely that of undeveloped primitive people, and concluding with discussions of Contemporary Methods of sociological investigation and measures for The dissemination of sociological thought.

2. Social Psychology.

B1 Mc Dougall, William. An introduction to social psychology. Boston, John W. Luce & Co., 1907.

Already in its fourteenth edition this book has exerted a tremendous influence. It is divided into two parts, The mental characters of man of primary for his life in society and The operation of the primary tendencies of the human mind in the life of societies. Emotion is considered the affective aspect of instinctive process. There is a full discussion of the principal instincts and the primary emotions, the nature of sentiments and the constitution of some of the complex emotions, and the manner in which they operate in human society. Mc Dougall fails to recognize a definite social motive. According to his theory society is not considered an interesting activity from the standpoint of the individual.

B2 Mc Dougall, William. The group mind, a sketch of the principles of collective psychology, with some attempt to apply them to the interpretation of national life and character. New York, Putnam's sons, 1920.

This is the latest contribution of the author who is well-known in the field of social psychology. The general principles of collective psychology stress the function and value of group organization and these are then applied to the national mind and character. The study of nationhood is essentially the work of group psychology and hence the mind of a nation is examined. The last part of the book shows the development of national mind and character along the lines of improved intellectual and moral traditions and favorable social organization from the race-making period to the present time. That the group spirit is the main agent of further progress is the conclusion of the author.

B3 Ross, Edward Alsworth. Social control; a survey of the foundations of order. New York, Macmillan, 1901; 1916.

The purpose in the author's own words is "to separate the individual's contribution to social order from that of society and to bring to light everything that is contained in this social contribution". The

three parts are concerned with The grounds of control, The means of control and The system of control. There are excellent chapters on Sympathy, Sociability, The sense of justice, Public opinion, Law and Class control which are directly related to problems of civic education.

B4 Cooley, Charles Horton. Human nature and the social order. New York, C. Scribner's sons, 1902.

Professor Cooley, one of our leading American sociologists, considers society and the individual as aspects of the same thing, not as two things in opposition to each other. He therefore sees society as as it exists in the social nature of man. He shows the relation between sociability and personal ideas and analyzes rather fully the social self. Hostility, emulation, leadership are discussed as factors of the social self with concluding chapters on The social aspect of conscience, Personal degeneracy and Freedom.

This work has been followed by other studies by Professor Cooley, all of which have a significant place in the field of social science, as it is taking form at present.

B5 Williams, James Mickel. Principles of social psychology. New York, A. A. Knopf, 1922.

Announced for publication soon.

B6 Ross, Edward Alsworth. Social psychology; an outline and source book. New York, Macmillan, 1916.

This book has reached a wide circle of readers through its original treatment and its concrete application of theory to affairs of every day life. The social aspects of crowds, the nature of conventionality and of custom as they are related to social organization are the main lines of development. Each chapter is followed by a summary and a series of practical questions.

B7 Ellwood, Charles Abraham. Introduction to social psychology. New York, D. Appleton, 1917.

It is the contention of this book that a knowledge of social psychology and sociology lead to explanation

of the nature of society on psychological grounds. Nature of social unity, Nature of social continuity, Social change, Factors in social life, Social order and social progress form the leading parts of the book.

B8 Bogardus, Emory Stephen. Essentials of social psychology. Los Angeles, Univ. So. Cal. press, 1920.

This is an important textbook in a new field. The treatment is scientific and clear and likewise interesting. Professor Bogardus considers The psychological bases of social psychology; The social personality; Suggestion-imitation phenomena; Invention and leadership; Nature of crowds; Group conflicts; Group loyalties; Group control; Social change and progress. A good bibliography accompanies the text.

B9 Dewey, John. Human nature and conduct; an introduction to social psychology. New York, Henry Holt & Co., 1922.

The place of habit in conduct, The place of impulse in conduct, The place of intelligence in conduct and a Conclusion form the four main divisions of this new book. Professor Dewey states "the book seriously sets forth a belief that habit combines in itself biological factors and social conditions, and that an understanding of habit and of different types of habit is the key to social psychology. The operation of impulse and intelligence gives the key to individualized mental activity. But the proposition set forth is that they are secondary to habit, so that the individual mind can be understood in the concrete only as a system of beliefs, desires and purposes which are formed in the interaction of biological aptitudes with environment."

B10 Edman, Irwin. Human traits and their social significance. Boston, Houghton Mifflin, 1920.

"This book was written, originally and primarily, for use in a course entitled "Introduction to Contemporary Civilization", required of all Freshmen in Columbia College. It is an attempt to give a bird's eye view of the processes of human nature, from man's simple inborn impulses and needs to the most complete fulfilment of these in the deliberate activities of

religion, art, science, and morals. It is hoped that the book may give to the student and general reader a knowledge of the fundamentals of human nature and a sense of the possibilities and limits these give to human enterprise."

B11 Wallas, Graham. The great society; a psychological analysis. New York, Macmillan, 1917.

Part I deals with the Psychological factors in the great society and Part II with the Organization of thought, the Organization of will and the Organization of happiness on the basis of these psychological factors.

B12 Follett, Mary Parker. The new state; group organization the solution of popular government. New York, Longmans Green, 1918.

The application of the new psychology to group organization.

B13 Trotter, W. Instincts of the herd in peace and war. New York, Macmillan, 1915.

This is an analysis of the gregarious instinct of man, and its biological and sociological significance. The author draws upon the events aroung 1915 to substantiate his thesis and illustrate principles underlying the operation of the herd instinct. The book is very stimulating and suggestive.

B14 Martin, Everett Dean. Behavior of crowds; a psychological study. New York, Harpers, 1920.

A very stimulating analysis of the behavior of crowds from the psycho-analytic viewpoint. The author has had extensive experience in studying crowds, as he is director of the Cooper Union Forum of the People's Institute of New York. His conclusions lead him, however, to see only the evils of crowd associations, although crowds sometimes manifest noble sentiments. The book is exceedingly interesting and has significance for education "as a possible cure for crowd thinking".

B15 Pillsbury, Walter Bowers. Psychology of nationality and internationalism. New York, D. Appleton, 1919.

According to the author's preface, "the position taken appears to be a compromise between the position of Mc Dougall, with his great insistence on immediate instinct and that taken by Trotter who finds all social phenomena explained by the fear of the individual for the social whole with the consequent dominance of convention. I have shown that the social responses are in part due to each of these forces."

Some of the chapters are entitled the Problem of nationality, the Nation as a psychological unit, Hate as a social force, the Nation and mob consciousness, the National mind and how it thinks, feels and acts, Nationality and the state, and Nationality and supernationality as expressed in a League of Nations. The author feels there is no element in the psychology of nationality that will interfere with the formation of an international society.

B16 Parsons, Elsie Clews. Social freedom; a study of conflicts between social classification and personality. New York, G. P. Putnam's sons, 1915.

This little book is very suggestive in showing how social classifications such as age, sex, kin, caste, peace fellowship, and friendship interfere with the expression of personality. The writer is well-known for her studies in sociology and anthropology, hence her conclusions have a scientific bearing.

B17 Parsons, Elsie Clews. Social rule; a study of the will to power. New York, G. P. Putnam's sons, 1916.

Here the author attempts to explain the satisfaction which the personality gains from the social classifications, and likewise to indicate the very wide range and far reaching influence of social classifications upon the personality. The book is very significant in its study of the social rule to which all persons are more or less subservient.

B18 Woodworth, Robert Sessions. Dynamic psychology. New York, Columbia Univ. press, 1918.

This is an excellent introduction to the whole field of psychology as it is being investigated at the present time. A chapter on Drive and mechanism in social behavior has particular social significance. Professor Woodworth differs from Professor Mc Dougall in believing that social motive is inherent in social activity.

3. Social Progress.

C1 Ward, Lester Frank. Dynamic sociology or applied science. New York, D. Appleton, 1897.

Suggests in a masterly way how progress in human happiness can be achieved. One of the greatest educational books ever written.

C2 Ward, Lester Frank. Psychic factors of civilization. Boston, Ginn & Co., 1893; 1906.

A scholarly work which deals with the nature of the social forces and the mode of controlling them. The feelings taken collectively are the social forces, whereas the intellect proper constitutes the directive element of society and the only means by which the social forces can be controlled. Ward sees eventually a sociocracy taking the place of an individual democracy.

C3 Chapin, Francis Stuart. An introduction to the study of social evolution. The prehistoric period. New York, Century, 1913.

C4 Hobhouse, Leonard Trelawney. Morals in evolution. New York, Henry Holt, 1915.

"Purpose is to approach the theory of social evolution through a comparative study of rules of conduct and ideals of life. The author formulates the criteria by a study of modern conditions and then seeks basis of social relations in the past to show the trend of development of ethics."

C5 Kropotkin, P. Mutual aid a factor of evolution. London, W. Heinemann, 1902.

In this book the author presents the important view that in the struggle for life and the progressive evolution of the species the law of Mutual Aid is of far greater importance than the law of Mutual Contest. He proves by a rich array of facts taken from the life of animals and the evolution of human society, that progress, biological and social, is best fostered, not by brute force or cunning, but by practice of mutual cooperation and support.

C6 Burgess, Ernest Watson. Function of socialization in social evolution. Chicago, Univ. of Chicago press, 1916.

"Thesis of this essay is that socialization, rather than either geography, or heredity is the dominant factor in social evolution. The evidence for this position is presented in the study of the factors involved in discovery and invention, in social progress and in personal development."

C7 Kidd, Benjamin. Social evolution. New York, Macmillan, 1915.

The conditions of human progress are analyzed to show there is no rational sanction for the conditions of progress. According to Kidd the evolution which is slowly proceeding in human society is not primarily intellectual but religious in character, with therefore a basis in emotion rather than in intellect.

C8 Cooley, Charles Horton. Social process. New York, C. Scribner's sons, 1918.

The organic view of the process of human life, Personal aspects of social process, Degeneration, Social factors in biological survival, Group conflict, Valuation, Intelligent process indicate the nature of this analysis of the social process.

C9 Todd, Arthur James. Theories of social progress, a critical study of the attempts to formulate the conditions of human advance. New York, Macmillan, 1919.

One of the best books in this field. This is an excellent appeal to objective fact to determine the concept and criteria of progress in human society. With this as a basis the author examines the materialistic, the biological, the institutional, and ideological prophets of progress. The last part of the book contains some educational implications of social progress. The volume is well supplied with very good bibliographies which make the volume a valuable one.

C10 Bury, John Bagnell. Idea of progress; an inquiry into its origin and growth. London, Macmillan, 1920.

C11 Robinson, James Harvey. The mind in the making; the relation of intelligence to social reform. New York, Harpers, 1921.

C12 Dewey, John. Reconstruction in philosophy. New York, Henry Holt, 1920.

This book is the outcome of a series of lectures delivered at the Imperial University of Japan in Tokyo in 1920. They aim "to exhibit the general contrasts between older and newer types of philosophic problems rather than to make a partisan plea in behalf of any one specific solution of these problems". The influence of science upon changing conceptions is stressed to show "the forces which make intellectual reconstruction inevitable and to prefigure some of the lines upon which it must proceed." In conclusion there is an analysis of reconstruction as affecting social philosophy.

C13 Ellwood, Charles Abram. The Social problem; a constructive analysis. New York, Macmillan, 1916.

"The purpose of this little book is to furnish a brief analysis of the social problem in Western civilization and to outline a scientific social philosophy which shall serve as a basis for a well-balanced progress. The present crisis in our civilization calls for a reconstruction of our social philosophy; for we cannot build anew the structure of Western society upon the inadequate bases of eighteenth and nineteenth century thought. The aim of the book is to indicate the direction which our social thinking must take if we are to avoid revolution on the one hand, and reaction on the other. It aims, in other words, to furnish a scientific basis for the progressive social movement."

C14 Hobson, John Atkinson. Social problem; life and work. London, J. Nesbet Co., 1902.

"This volume is designed to be an informal introduction to the science and art of social progress. ....The subject matter is approached first from the economic side because the most pressing aspects of the problem are more clearly seen and more definitely indicated in their economic bearing. The social problem

is thus first presented as an economy of social forces operating upon the industrial plane.

Though no rigid formulae of universal application are pretended, certainly primary laws of social growth are discerned, which when applied to the formidable issues of right economic distribution, population, public industry, imperial expansion, etc. yield convincing and intelligible tests of social utility and present that unity of conception which is recognized as essential by all who accept the view of society as an organism or an organization."

C15 Freeman, R. Austin. Social decay and regeneration. Boston, Houghton Mifflin, 1921.

C16 Kidd, Benjamin. Science of power. New York, G. P. Putnam's sons, 1918.

"Mr. Kidd trusted in belief and in instinct. He distrusted reason as a social force and doubted the efficacy of knowledge as a political influence--Power in civilization, he insists, is found in emotion rather than in the intellect." From the preface by Franklin H. Giddings.

C17 Adams, Henry. The degradation of the democratic dogma. New York, Macmillan, 1919.

A masterly thesis which employs an extensive knowledge of science to show the negation of social progress in present human history. In the author's opinion there is no ground in history or physical science for the doctrine of evolution.

C18 Dewey, John. Progress. International Journal of Ethics, Vol. 26; 311-22. April 1916.

C19 Bryce, James. War and human progress. Atlantic Monthly, Vol. 118; 301-315. Sept., 1916.

C20 Stearns, Harold E., editor. Civilization in the United States. An inquiry by thirty Americans. Harcourt, Brace, 1921.

A decidedly interesting symposium covering the entire range of social activity at present. A lengthy review will be found in the Nation, Vol. 114; 222-27. Feb. 22, 1922.

4. Social Ethics.

D1 Mecklin, John Moffatt. Introduction to social ethics; the social conscience in a democracy. New York, Harcourt, Brace, 1920.

This is perhaps the best book that has been published on this subject. The author considers the historical and the psychological factors in the social order known as the American democracy. Such topics as the Problem of democracy, What is Americanism, the Social conscience, the Home, the School and the Social conscience, the Ethics of private property, the Ethics of business enterprise, and Political obligation in American democracy give a conception of the nature of the interpretation and its bearing on civic education.

D2 Hayes, Edward Cary. Sociology and ethics. The facts of social life as the source of solutions for the theoretical and practical problems of ethics. New York, D. Appleton, 1921.

Professor Hayes maintains that a system of ethics should develop from a knowledge of society, from facts rather than from beliefs controlling human welfare.

D3 Dewey, John and Tufts, James Hayden. Ethics. New York, Henry Holt & Co., 1908; 1910.

The third part of this text is devoted to the operation of ethical principles in the world of action. Social organization and the individual, Civil society and the political state, the Ethics of the economic life are titles of chapters bearing upon social ethics.

D4 Tufts, James Hayden. The ethics of cooperation. Boston, Houghton Mifflin, 1918.

The political, economic and religious institutions throughout history appear to be organized first as dominance, then as competition and lastly as cooperation. The prevailing form at present is competition for personal gain and glory. Cooperation consists in making the common good the deliberate object of individual endeavor. A change of heart rather than a change in institutions is necessary, from the viewpoint of the author, to realize the ideal of cooperation.

D5 Van Wesep, Hendrikus Boere. Control of ideals; a contribution to the study of ethics. New York. A. A. Knopf, 1920.

"The only way to outgrow war is through education; and the problem is one not so much of each man educating his neighbor, as of each man educating himself into independence of certain powerful traditions and ideals that apparently make war inevitable. The crux of the situation is the personal problem of changing our attitude toward ideals. ....

The book falls into three parts: the first section takes up the origin, nature, and function of human ideals; the later chapters develop a theory of the supreme work of the individual and of human life."

D6 Cox, Harold. Economic liberty. London. Longsmans, Green, 1920.

"Without liberty there can be no enterprise, and without enterprise there can be no progress. Liberty can be abused; but is the business of the community to prevent the abuse, not to destroy the liberty. The real test to be applied is whether the individual is injuring others by the use he makes of his own liberty. If so, he must be restrained. But it does not follow that in all cases the best form of restraint is the employment of the State. ....The methods of the State are not, and never can be elastic enough to deal with the ever-varying complexities of social life. Therefore it is better, wherever possible, to look to the persuasive power of the individual conscience rather than to the coercive power of the State."

D7 Laski, Harold Joseph. Authority in the modern state. New Haven, Yale Univ. press, 1919.

The point of view of Mr. Laski is very individualistic, yet ethical in the broadest sense.

D8 Hall, G. Stanley. Morale. The supreme standard of life and conduct. New York, D. Appleton, 1920.

Morale is defined as "the maximum of vitality, life abounding, getting and keeping in the very center of the current of creative evolution; and minimizing, destroying, or avoiding all checks, arrests and inhibitions to it". The book discusses the relation of

morale to all our modern problems, including patriotism and war, labor and profiteering, prohibition and feminism, politics and religion.

D 9 Hudson, Jay William. The college and new America. New York, D. Appleton, 1920.

This is a challenge to the college as to what extent it is fitting its students for civic life. The author points out the defects of the academic mind and shows the reconstruction of purpose that is necessary so that college trained students may function more adequately in society.

D 10 Tufts, James Hayden. The real business of living. New York, Henry Holt & Co., 1918.

The main underlying theme of this book, intended for high school pupils, is a study of ethical relations in business and government today.

D 11 Harvard University. A Guide to reading in social ethics and allied subjects. Lists of books and articles selected and described for the use of general readers by teachers in Harvard University. Cambridge, Mass., Harvard University, 1910.

Excellent, but it needs to be brought up to date.

5. Social Problems.

E 1 Robinson, James Harvey. The mind in the making; the relation of intelligence to social reform. New York, Harpers, 1921.

The Mind in the Making should be read by those who want to be intelligent in regard to the present status of society. Professor Robinson, now Director of the New School of Social Research in New York City, makes an eloquent appeal for a critical, open-minded attitude in discovering the truth about social conduct and social organization. He shows in a masterly way how our beliefs and prejudices are outcomes of past conditions--the mind in the making--and how necessary a scientific spirit is for the development of the social sciences if we are ever to gain the truth which shall make us free. The author possesses a rare combination of historical scholarship and intellectual insight into modern society, and in addition writes with remarkable clearness and simplicity. The book is highly recommended.

E 2 Eddie, Lionel D., editor. Current social and industrial forces. Introduction by James Harvey Robinson. New York, Boni Liveright, 1920.

An excellent symposium by many prominent writers in the field of social service. The book is worth consulting merely to make the acquaintance of men like Norman Angell, John Dewey, Felix Frankfurter, Harold J. Laski, John A. Hobson, Graham Wallas, Bertrand Russell, ~~and~~ Thorstein Veblen and others. They deal with the fundamental features of the social and economic order in a method which suggests the pathways of change. The book is concerned with such topics as Forces of disturbances, Potentialities of production, the Price system, the Policy of organized labor, Proposed plans of action, and Industrial doctrines in defense of the status quo.

E 3 Zimand, Savel. Modern social movements: descriptive summaries and bibliographies. New York, H. W. Wilson, 1921.

One of the best books for studying an approach to all the modern social movements. As the title

indicates it is composed of brief descriptive summaries and lists of references. It was compiled in connection with the Bureau of Industrial Research, New York City.

E4 Bloomfield, Daniel, editor. Selected articles on modern industrial movements. New York, H. W. Wilson, 1919.

The book deals with the worker's cooperative movement, syndicalism, industrial unionism, scientific management, guild socialism, and other phases of social reform.

E5 Binder, Rudolph Michael. Major social problems. New York, Prentice Hall, 1920.

Professor Binder's general standpoint is "that aim of society is the development of a free-self-reliant man". The major social problems involve the family, eugenics, the development of women's true function in the social order, the spiritualization of work, better health conditions, the social function of religion, the socialization of business, the function of nationalism and internationalism, and the reconstruction of education.

E6 Ward, Harry Frederick. The New social order: principles and programs. New York, Macmillan, 1920.

"This book views the new order as a process of growth, with its roots in the past. It therefore discusses the principles round which it is forming, and their attempts to analyze in the light of them the main programs for social change that have been offered. It deals both with the vital forces and with the form and structure of the new order. It holds that certain principles or ideals--they will be called social or moral or religious according to the point of view--which have developed in the past experience of man as the expression of both his practical needs and his spiritual aspirations are now being consciously accepted by multitudes of people as the guiding stars of life and the working principles of a new social order."

E7 Russell, Bertrand. Proposed roads to freedom; socialism, anarchism, syndicalism. New York, Henry Holt, 1919.

A praiseworthy attempt to analyze the different social reform movements--the best practical system to Mr. Russell's mind being guild socialism.

E8 Webb, Sidney and Webb, Beatrice. Consumer's cooperative movement; andup-to-date critical analysis. New York, Longmans, 1921.

E9 Remsch, Paul Samuel. World politics at the end of the nineteenth century; as influenced by the oriental situation. New York, Macmillan, 1900.

The author is well-known for his wide experience and his scholarly attainments. The book gives an excellent background for the problems of the Far East.

E10 Remsch, Paul Samuel. Secret diplomacy: how far can it be eliminated? New York, Harcourt, Brace, 1922.

E11 Lippman, Walter. The stakes of diplomacy. New York, Henry Holt, 1915.

A discussion of the relation of imperialism to government.

E12 Angell, Norman. America and the new world state. A plea for American leadership in international organization. New York, G. P. Putnam's sons, 1915.

E13 Weyl, Walter Edward. American world policies. New York, Macmillan, 1917.

This book is divided into three parts, Our idealistic past, the Root of imperialism and Towards economic internationalism. It is suggestive in showing the nature of the economic forces that are driving America towards international cooperation.

E14 Jordan, David Starr. Democracy and world relations. Yonkers-on-Hudson, New York, World Book Co., 1918.

Dr. Jordan is well-known for his work in promoting the ideals of international friendship to abolish war

and its evils. This book analyzes briefly nationalism and imperialism as forces which democracy must control if international organization is to succeed.

E15 Perla, Leo. What is national honor? The challenge of reconstruction. New York, Macmillan, 1918.

The author maintains that the sources of militarism are psychological rather than economic. Nations do not wage war "out of a finely calculated economic heroism, out of intellectual persuasion of the advantages of war, but because people are moved to irrational action by the sentiment of honor."

E16 Finot, Jean. Race prejudice. New York, E. P. Dutton, 1907.

E17 Stoddard, Theodore Lothrop. The rising tide of color against white world supremacy. New York, C. Scribner's sons, 1920.

E18 Hobson, John Atkinson. Democracy after the war. New York, Macmillan, 1918.

E19 Millard, Thomas Franklin Fairfax. Democracy and the far eastern question. The problem of the Far East as demonstrated by the great war and its relation to the United States of America. New York, Century, 1919.

E20 Russell, Bertrand. Why men fight, a method of abolishing the international duel. New York, Century, 1917.

This book first appeared under the title Principles of social reconstruction with which it deals in an interesting manner.

E21 Krehbiel, Edward. Nationalism, war and society. A study of nationalism and its concomitant, war, in their relation to civilization; and of the fundamentals and the progress of the opposition to war. New York, Macmillan, 1916.

The book is organized in outline form with numerous references.

E22 Veblen, Thorstein. An inquiry into the nature of peace and the terms of its perpetuation. New York, Macmillan, 1917.

The book is a scholarly treatment of those known factors of human behavior which control the conduct of nations in making war and peace.

E23 Kallen, Horace Meyer. Structure of lasting peace; an inquiry into the motives of war and peace. Boston, Marshall Jones, 1918.

E24 Keynes, John Maynard. Economic consequences of the peace. New York, Harcourt, Brace & Howe, 1920.

E25 Howe, Frederic Clemson. Revolution and democracy. New York, B. W. Huebsch, 1921.

The author considers that recent economic changes have put the state in the hands of monopoly and privilege, as exemplified in the peace treaty, the climax of capitalistic imperialism. What is needed is to convert the state into an industrial democracy in which genuine cooperation can be effective. This can be accomplished by passing laws to free land, the means of communication, credit, industry, trade, so ~~they~~ people can cooperate.

E26 Brailsford, Henry Noel. The league of nations. New York, Macmillan, 1917.

Mr. Brailsford's review of world politics is masterly. A broad knowledge of contemporary events combined with a deep comprehension of political principles is the basis upon which he shows the necessity of deciding political issues by reference to justice and reason rather than to force of arms. Problems which need international control and the means for controlling them are discussed in full.

E27 Minor, Raleigh Colston. A Republic of nations. A study of the organization of a federal league of nations. New York, Oxford Univ. press, 1918.

"There are certain principles....which are essential to the foundation of any league of nations leading to an international control of causes of war.

Among these are inviolability of treaties and the dominance of international good faith; the abolition of militarism; the right settlement of great war--breeding political issues now pending, such as self-determination of nationalities; and the substitution of a spirit of justice and equality among the nations in place of the selfish and oppressive policies too prevalent in the past."

E28 Kallen, Horace Meyer. The league of nations, today and tomorrow. Boston, Marshall Jones, 1919.

Mr. Kallen relies upon the formation of international commissions for commerce, finance, armaments, education, hygiene, undeveloped countries, and labor as the means whereby a league of nations may operate.

E29 Dickinson, G. Lowes, editor. Handbooks on international relations. New York, Harcourt, Brace, 1921.

This series thus far includes: Causes of international war by the editor; Patriotism and the superstate by J. L. Stocks; Nationalism by G. P. Gooch; Economic imperialism by L. S. Woolf; The workers international by R. W. Postgate.

E30 Hobson, John Atkinson. Morals of economic internationalism. Boston, Houghton Mifflin, 1920.

E31 Hobson, John Atkinson. Problems of a new world. London, George Allen & Unwin, 1921.

The conditions created by the war are analyzed and followed by a description of a moderate socialist--communism as a social order that could meet the problems of a new world.

E32 Bowman, Isaiah. The new world. Problems in political geography. Yonkers-on-Hudson. World Book Co., 1921.

Will the new democracies survive? Where are the problem areas? What are the zones of friction? Where are the new boundaries? What are the present economic difficulties? What are the most impelling causes of war? Can the terrible burden of armament be lifted? These are some of the questions which this book attempts

a thorough consideration. It is an excellent guide to the basic influence of geography upon modern human relations.

E33 Stoddard, Theodore Lothrop. The new world of Islam. New York, C. Scribner's sons, 1921.

E34 Kallen, Horace Meyer. Zionism and world politics. A study in history and social psychology. New York, Doubleday Page, 1921.

E35 Huntington, Ellsworth. World power and evolution. New Haven, Yale Univ. press, 1919.

Professor Huntington, an original and brilliant thinker, undertakes in this volume to show the connection between climatic changes throughout history and human control of social and economic conditions in different parts of the world.

E36 Smith, Joseph Russell. Commerce and industry. New York, Henry Holt, 1916.

An exceptional book that interprets facts in a significant and interesting manner. In the commerce and industry of the world are to be found many of the problems which give rise to economic strife and political struggle.

E37 Smith, Joseph Russell. The world's food resources. New York, Henry Holt, 1919.

Dr. Smith writes of the sources of our various food stuffs, the distribution of food and men and the far reaching effects of hunger in human affairs. This is an excellent study by a man who handles facts in a truly entertaining style.

E38 Hobson, John Atkinson. Work and wealth; a human valuation. New York, Macmillan, 1914.

"The purpose is to present a full and formal exposure of the inhumanity and vital waste of modern

industry by the close application of the best approved formulae of individual and social welfare, and to indicate the most hopeful measures of remedy for a society sufficiently intelligent, courageous and self-governing to apply them."

E 39 Veblen, Thorstein. Instinct of workmanship and the state of the industrial arts. New York, B. W. Huebsch, 1908.

Workmanship is "an object of attention and sentiment in its own right. Efficient use of the means at hand and adequate management of the resources available for the purposes of life is itself an end of endeavor and accomplishment of this kind is a source of gratification".

E 40 Veblen, Thorstein. The Theory of the leisure class; an economic study of institutions. New York, B. W. Huebsch, 1909.

"It is the purpose of this inquiry to discuss the place and value of the leisure class as an economic factor in modern life, but it has been found impracticable to confine the discussion strictly within the limits so marked out. Some attention is perforce given to the origin and line of derivation of the institution, as well as to features of social life that are not commonly classed as economic."

E 41 Veblen, Thorstein. The Vested interests and the state of the industrial arts. New York, B. W. Huebsch, 1919.

A book that attempts to explain how our modern theories of society have not kept pace with the development of machine industry.

E 42 Veblen, Thorstein. Engineers and the price system. New York, B. W. Huebsch, 1921.

The need of technicians to manage and control industry is well brought out in these chapters which were first published in the Dial.

E 43 Marot, Helen. Creative impulse in industry. New York, E. P. Dutton, 1918.

"It is the present duty of American educators to realize these two points: that industry is the great field for adventure and growth; that as it is used now the opportunities for growth are inhibited in the only field where productive experience can be a common one. Shortly it will be the mission of educators to show that by opening up the field for creative purpose, fervor for industrial enterprise and good workmanship may be realized. It is for the educator to realize first of all that there can be no social progress while there is antagonism between growth in wealth (which is industry) and growth in individuals (which is education); that the fundamental antagonisms which are apparent in the current arrangement are not between industry and education but between education and business."

E44 Tead, Ordway. Instincts in industry; a study of working class psychology. Boston, Houghton Mifflin, 1918.

A thoughtful treatment that shows the necessity of understanding the instinctive mainsprings of action if human conduct is to become intelligible and amenable to control.

E45 Cory, Herbert Ellsworth. The Intellectuals and the wage workers; a study in educational psychoanalysis. New York, Sunwise Turn, 1919.

E46 Tawney, Richard Henry. The Acquisitive society. Harcourt Brace, & Howe, 1920.

"Because its function is service, an industry as a whole has rights and duties towards the community, the abrogation of which involves privilege. Because its method is association, the different parties within it have rights and duties towards each other; and the neglect or perversion of these involves oppression. The conditions of a right organization of industry are, therefore, permanent and unchanging. .... The first is that it should be subordinated to the community in such a way as to render the best service technically possible, that those who render no service should not be paid at all, because it is of the essence of a function that it should find its meaning in the satisfaction, not of itself, but of the end

which it serves. The second is that its direction and government should be in the hands of persons who are responsible to those who are directed and governed because it is the condition of economic freedom that men should not be ruled by an authority which they cannot control."

E47 Commons, John Rogers, and others. Industrial government. New York, Macmillan, 1921.

A very significant book which describes different attempts in industrial government now being tried in this country. The authors visited some thirty establishments from July to September 1919 and from Wisconsin to Maine and they describe the changes that are actually taking place in the management of industry.

E48 Cole, George Douglas Howard. Self government in industry. New York, Macmillan, 1918.

E49 Cole, George Douglas Howard. The meaning of industrial freedom. London, George Allen & Unwin, 1918.

E50 Cole, George Douglas Howard. Guild socialism. A plan for economic democracy. New York, Stokes, 1921.

E51 British Labor Party. Labor and the new social order. A draft report on reconstruction submitted by the Executive Committee of the British Labor Party at its 17th Annual Conference, Nottingham, Jan. 23-25, 1918. Published as an appendix to Kellogg & Gleason, British labor and the war. New York, Boni & Liveright, 1919.

A very significant document dealing with the Universal enforcement of a national minimum, the Democratic control of industry, the Revolution in national finance and the Surplus wealth for the common good.

E52 Tannenbaum, Frank. The labor movement; its conservative functions and social consequences. New York, G. P. Putnam's sons, 1921.

"It is novel, interesting, and brilliantly written, and emphasizes the point of view which is in great danger of being misapprehended. I have the highest regard for the ability and attainments of the author and I cordially recommend the book," Professor Edwin R. A. Seligman

E53 Parker, Carleton Hubbell. The Casual Laborer and other essays. New York, Harcourt, Brace & Howe, 1920.

E54 Lippmann, Walter. Liberty and the news. New York, Harcourt, Brace & Howe, 1920.

"Just as the most poisonous form of disorder is the mob incited from high places the most immoral act the immorality of a government, so the most destructive form of untruth is sophistry and propaganda by those whose profession it is to report the news."

E55 Sinclair, Upton. The Brass check: a study of American journalism. Pasadena, Cal., The author, 1919.

E56 Park, Robert Ezra. The immigrant press and its control. New York, Harpers, 1922.

E57 Towne, Ezra Thayer. Social problems; a study of present-day social conditions. New York, Macmillan, 1917.

"This, then, has been the aim: to bring before the student of social problems these facts regarding present-day conditions; to indicate certain weaknesses in our social order; to show what has already been done and is being done toward the elimination of these weaknesses; and to impress upon these students, through the presentation of such facts, the possibilities of wise, sane, constructive social actions."

E58 Burch, Henry Reed and Patterson, Samuel Howard. American social problems; an introduction to study of society. New York, Macmillan, 1920.

"This is designed to meet the needs of an elementary course in society--especially in American society. A conscious attempt has been made to emphasize the social aspect of American life rather than the political or economic. The method of treatment has been evolutionary and historical, because growth and development is the very essence of social institutions."

E59 Burch, Henry Reed. American economic life in its civic and social aspects. New York, Macmillan, 1921.

E60 Harvard University. A Guide to reading in social ethics and allied subjects, lists of books and articles selected and described for use of general readers, by teachers in Harvard University. Cambridge, Harvard Univ., 1910.

Gives lists of books with short critical note on social philosophy, social institutions, social service, ethics of modern industry, social aspects of religion and bibliographical references on social ethics.

E61 Wilkinson, Hazel. Social thought in American fiction. (1910-1917). Los Angeles, Southern California Sociological Society, Univ. of So. Cal. press, 1917.

A brief description of the extent, types, and value of social thought in fiction followed by a very good annotated bibliography, comprising the well known novels, 1910-1917.

E62 Barnes, Harry Elmer. The Social history of the western world; an outline syllabus. New York, D. Appleton, 1921.

An excellent organization of social history by a sociological thinker. The book is particularly helpful in the references which embody the most recent scholarship along these lines.

E63 Bogardus, Emory Stephen. A History of social thought. Los Angeles, Univ. of So. Cal. press, 1922.

PART II. GOVERNMENT.

1. Nature of Government.

J1 Wallas, Graham. Human nature in politics. London, A. Constable & Co., 1908. 3 ed. New York, A. A. Knopf, 1921.

The most distinguished contributor to the new science of the study of government is Mr. Graham Wallas of the London School of Economics and Political Science. In this, his first book, he shows the necessity of re-examining political theory in the light of the newer contributions to psychology.

J2 Wallas, Graham. The great society; a psychological analysis. New York, Macmillan, 1914.

Mr. Wallas seeks here to analyze the general social organization of the modern state.

J3 Wallas, Graham. Our social heritage. London, George Allen & Unwin, 1921.

"The book deals with the ideas, habits, and institutions directly concerned in the political, economic and social organization of those modern communities which constitute that which I called in 1914 'The Great Society'."

J4 Laski, Harold Joseph. Studies in the problem of sovereignty. New Haven, Yale Univ. press, 1917.

This volume is the first of a series to be devoted to various aspects of the state. Mr. Laski is recognized as one of the most brilliant thinkers of the younger generation in the field of political philosophy, and his writings will undoubtedly be worthy of very close study. The treatment in this volume is primarily critical and historical.

J5 Laski, Harold Joseph. Authority in the modern state. New Haven, Yale Univ. press, 1919.

Mr. Laski maintains the thesis that the evil of the unitary state is unlimited sovereignty, which under modern social and economic conditions cannot represent the will of the majority; consequently he advocates a pluralistic state that will be more practicable and more ethical. Hisremarkable grasp of political philosophy enables him to present a critical analysis that should have great influence in revaluing current conceptions of the state.

F6 Diguit, Leon. Law in the modern state. Translated by Frida and Harold Laski. New York, B. W. Huebsch, 1919.

F7 Hobhouse, Leonard Trelawney. Social evolution and political theory. New York, Columbia Univ. press, 1911.

Barnes, Harry Elmer. Some typical contributions of English sociology to political theory. Part II Leonard T. Hobhouse. American Journal of Sociology, Vol. 27; 442-485. Jan. 1922.

F9 Cole, George Douglas Howard. Social theory. New York, Stokes, 1920.

"True representation is always specific and functional, never general and inclusive." In the opinion of the writer modern representative government rests upon a false theory. The remedy lies in making function the primary principle of social organization, so that there would be established an ordered complex of producers' groups, consumers' groups and regional groups with a coordinating authority.

F10 Mackenzie, John Stuart. Outlines of social philosophy. London, George Allen & Unwin, 1918.

This book has grown out of a short course of lectures delivered at the London School of Economics and Political Science in the session of 1916-1917. The three divisions are the Foundations of social order, the National order and the World order. It is a good presentation.

F11 Cooley, Charles Horton. Social organization; a study of the larger mind. New York, C. Scribner's sons, 1909.

[illegible] Mr. [illegible] emphasizing the [illegible] that the [illegible] of the military [illegible] in modern [illegible] modern [illegible] the will of the military [illegible] [illegible] [illegible] [illegible] more [illegible]. [illegible] [illegible] country [illegible] [illegible] should have [illegible] [illegible] [illegible] [illegible]

712 Willoughby, William Franklin. An introduction to the study of the government of modern states. New York, Century, 1919.

A good study of the fundamental political principles by the Director of the Institute for Government Research.

713 Beard, Charles Austin. The Economic basis of politics. New York, A. A. Knopf, 1922.

Announced for publication soon.

714 Dealey, James Quayle. The state and government. New York, D. Appleton, 1921.

The volume contains in generalized form a study of the development of the state, its sovereignty, and its differentiated governmental organization. It is based upon a previous work The Development of the state which has been rewritten and enlarged by several chapters.

715 Haines, Charles Grove and Haines, Bertha Moser. Principles and problems of government. New York, Harpers, 1921.

The origin and development of government, problems of public control of government, principles and problems of government organization and administration and some special problems in the operation of government give a suggestion of the nature of this exposition intended for college classes in political science.

716 Follett, Mary Parker. The new State; group organization the solution of popular government. New York, Longmans Green, 1918.

717 Hart, Joseph Kinmot. Community organization. New York, Macmillan, 1920.

718 Lippmann, Walter. A Preface to politics. New York, Mitchell Kennerley, 1913.

"A god wilt thou create for thyself out of seven devils" is the quotation on the title page of this book. That is to say, men's desires are neither good

[illegible] Billingsley, William [illegible]. [illegible]
of the government of modern [illegible]
[illegible].

[illegible] Geary, Charles [illegible].
New York, [illegible].

[illegible]

[illegible] Mosley, Jerry [illegible].
[illegible], 19[illegible].

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[illegible] Rodney, Charles [illegible]
and problems of government.

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[illegible] Politics, Mass [illegible]
[illegible]
[illegible]

[illegible] Hurt, Joseph [illegible]
Macmillan, [illegible].

[illegible] Simmons, Walter. [illegible]
McGraw-Hill [illegible].

[illegible]

nor bad in themselves, but the expression of them should be directed into useful channels in society. Mr. Lippmann is a shrewd critic and a clever writer in this, as in his other works.

F19 Russell, Bertrand. Political ideals. New York, Century, 1917.

"Political ideals must be based upon the ideals of the individual life," consequently Mr. Russell tries to show what is good for the individual life and to what extent government promotes that good. He draws a contrast between the possessive impulses which lead to the accumulation of personal property and the creative impulses which lead to the development of art and science. It is these creative impulses that should gradually supersede the possessive ones in the mastery of material environment.

F20 Weeks, Arland Deyett. Psychology of citizenship. Chicago, A. C. McClurg, 1917.

"This book is a study of the psychology of our relations to civic affairs and deals with mental traits affecting the quality of citizenship. The voter is a psychological study in himself, for indeed about all there is of any of us, beyond anatomy, is psychology. In order to relate effort for public welfare more fully to the laws of the mind, it is profitable to view our mental nature as it shows up against a background of civic and economic questions." The book is highly recommended as presenting a stimulating viewpoint upon an important problem.

F21 Shaler, Nathaniel Southgate. The Citizen; a study of the individual and government. New York, A. S. Barnet & Co., 1904.

The chapters on What liberty is, the Practice of citizenship, and On the limits of freedom are good.

F22 Dewey, John and Tufts, James Hayden. Ethics. New York, Henry Holt & Co., 1908; 1910.

The third part of this well-known work is concerned with the world of action. Social organization and the individual, Civil society and the political state, Ethics of the economic life, Some principles in the economic order and Unsettled problems in the economic order are titles to some of the chapters.

[illegible] Russell, Bertrand. [illegible]. [illegible], [illegible] 1917.

[illegible] Sparks, Albert Ernest. [illegible]. [illegible], 1917.

[illegible] Spencer, Herbert. [illegible] Individual and [illegible]. [illegible] 1904.

[illegible] Tower, John and Tyler, Jessie [illegible]. Henry Holt & Co., 1909; 1911.

2. Nature of Democracy.

G1 Bryce, James. Modern democracies. New York, Macmillan, 1921.

In these volumes Lord Bryce has made a noteworthy study of the principles and operation of modern democracies. The considerations applicable to democratic government in general are thoroughly analyzed and are then applied to the working of six modern democracies including the American Union. The exposition shows a sharp contrast between the aims of popular government and their effective realization, and the author attempts some reasons and conclusions for this contrast. The wealth of scientific observation described in a remarkably lucid style make the book both enlightening and enjoyable.

G2 Hall, Arnold Bennett. Popular government. An inquiry into the nature and methods of representative government. New York, Macmillan, 1921.

An excellent scientific study, followed by a very good bibliography.

G3 Cooley, Charles Horton. Social organization, a study of the larger mind. New York, C. Scribner's sons, 1909.

A very valuable study which reveals some of the fundamental factors in democratic organization.

G4 Mecklin, John Moffatt. Introduction to social ethics; the social conscience in a democracy. New York, Harcourt Brace & Howe, 1920.

G5 Hart, Joseph Kinmot. Democracy in education; a social interpretation of the history of education. New York, Century, 1918.

"This is so interpreted that the actual gain which democracy has made in the past and the lasting problems which still face democracy, will start out clearly in the consciousness of the democratic citizen, the one aspect of the subject for his cheer, the other to deepen his sense of responsibility."

G6 Follett, Mary Parker. The new state; group organization the solution of popular government. New York, Longmans Green, 1918.

A most significant study of the function and nature of government as related to the needs and capacities of groups; in other words, it is an application of social psychology to group association, as a fundamental factor in democratic life. The neighborhood group in the opinion of the author should be developed along constructive lines to enable groups to function properly. Since the book suggests the tremendous potentialities of group life, as yet but dimly conceived, it is truly inspiring, as well as valuable.

G7 Hart, Joseph Kinmot. Community organization. New York, Macmillan, 1920.

This studies the deeper aspect of community life and its development, the relation of individual and community and reflects upon democratic ideal of life and society.

G8 Lowell, Abbott Lawrence. Public opinion and popular government. New York, Longmans Green, 1913.

An excellent book by a standard authority on government. The Nature of public opinion, the Function of parties, Methods of expressing public opinion, the Regulation of matters to which public opinion cannot directly apply are the four parts to the book.

G9 Lippmann, Walter. Public opinion. New York, Harcourt Brace, 1922.

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G10 Erskine, John. Democracy and ideals; a definition. New York, Geo. H. Doran Co., 1920.

G11 Lowell, James Russell. Democracy. In Complete works. Fireside Edition, Vol. 6. Boston, Houghton Mifflin, 1910.

Mallett, Mary Hudson. The new society; good government; the solution of modern government. New York: Doubleday Page, 1914.

A most elaborate study of the function of the nature of government as related to the basis of sovereignty, in connection with the application of social principles.

Hart, Joseph Lhamon. Community life and institutions. Boston: D. C. Heath, 1920.

This studies the effect of community life and its development. Interaction of institutions and community and relations with community life and problems.

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An excellent book on the principles of government. The nature of public opinion, the formation of opinion, the function of parties, methods of [illegible] opinion, the formulation of opinion and the [illegible] opinion caused directly upon the [illegible] the book.

Lippmann, Walter. Public opinion. New York: Harcourt Brace, 1922.

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G12 Small, Albion Woodbury. Some structural material for the idea "Democracy". American Journal of Sociology, Vol. 25, 257-297; 405-444. Nov. 1919 and Jan. 1920.

G13 Perry, Ralph Barton. What do we mean by democracy? International Journal of Ethics. Vol. 2, 449-464. July, 1918.

An analysis of the motives of compassion, emulation, self-respect, fraternity, and envy as related to democracy.

G14 Alexander, Hartley. Liberty and democracy. International Journal of Ethics. Vol. 27; 131-149. Jan. 1917.

G15 Henke, Frederick Goodrich. The Ethical bases of democracy. American Journal of Sociology. Vol. 25; 202-214. Sept. 1919.

G16 Tufts, James Hayden. Real business of living. New York, Henry Holt & Co., 1918.

The first part of this book treats of the Beginnings of cooperation, order, and liberty and the last part of Liberty, union, democracy in the new world, both of which have wide significance in the analysis of democratic society. The book was written for use in high schools.

G17 Dewey, John. Democracy and education; an introduction to the philosophy of education. New York, Macmillan, 1916.

"The following pages embody an endeavor to detect and state the ideas implied in a democratic society and to apply these ideas to the problems of the enterprise of education. The discussion includes an indication of the constructive aims and methods of public education as seen from this point of view, and a critical estimate of the theories of knowing and moral development which were formulated in earlier social conditions, but which still operate, in societies nominally democratic, to hamper the adequate realization of the democratic ideal. As will appear from the book itself, the philosophy stated in this book connects the growth of democracy with the development of the experimental method in the sciences,

2. Small, Albion Woodbury. [illegible]
idea [illegible]. [illegible]
Vol. 26, [illegible]. [illegible]

3. Perry, Ralph Barton. [illegible]
National Journal of [illegible]. [illegible]
1918.

An analysis of [illegible]
tion, self-control, [illegible]
to discover.

4. Alexander, [illegible]
Journal of [illegible].

5. Hoppe, [illegible]
American Journal of [illegible]
[illegible].

6. Tufts, James [illegible]
Henry Holt & Co. [illegible].

The [illegible]
nings of [illegible], [illegible]
part of [illegible], [illegible]
both of which [illegible]
of [illegible] [illegible]
in high school.

7. Dewey, John. [illegible]
the philosophy [illegible]
1916.

The following [illegible]
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ecclesiastical to apply [illegible]
the [illegible] of [illegible].
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book [illegible]
work of the [illegible]

evolutionary ideas in the biological sciences, and the industrial reorganization, and is concerned to point out the changes in subject matter and method of education indicated by these developments."

3. Function and Structure of American Democracy.

H1 Stearns, Harold E., editor. Civilization in the United States. An inquiry by thirty Americans. Harcourt, Brace, 1921.

This volume is reviewed at length in the Nation, Vol. 14; 222-227. Feb. 22, 1922.

H2 Mecklin, John Moffatt. Introduction to social ethics; the social conscience in a democracy. New York, Harcourt, Brace & Howe, 1920.

Although primarily a volume devoted to social ethics, the interpretations are worth while for the light they throw on the nature of democracy.

H3 Bryce, James. The American commonwealth. New York, Macmillan, 1910.

H4 Croly, Herbert. The promise of American life. New York, Macmillan, 1909.

The author, who is a liberal writer, surveys earlier economic and political conditions in American history to find to what extent the promise of American life has been fulfilled.

H5 Weyl, Walter Edward. The New democracy; an essay on certain political and economic tendencies in the United States. New York, Macmillan, 1912.

An excellent book by a penetrating student of social affairs.

H6 Weyl, Walter Edward. American world policies. New York, Macmillan, 1917.

American World Policies is a modern interpretation of Americanism that defines our national attitude toward international problems.

H7 Drachsler, Julius. Democracy and assimilation; a blending of immigrant heritages in America. New York, Macmillan, 1920.

3. Functions and Processes of [illegible]

[illegible] Stearns, David L., editor. [illegible] in the United States. [illegible] Brace, 1921.

[illegible] Vols. [illegible] Vol. [illegible]

[illegible] Woolin, Jay Morrell. [illegible] social [illegible] Brace & Co., [illegible]

[illegible] Ogburn, [illegible] Macmillan, [illegible]

[illegible] Dowling, Robert. [illegible] Macmillan, 1924.

[illegible] [illegible] American [illegible]

[illegible] Moylan-Allen, James. [illegible] political and economic [illegible] New York, Macmillan, [illegible]

[illegible] [illegible] social [illegible]

[illegible] Hoyt, Walter-Henry. [illegible] Macmillan, [illegible]

[illegible] American Bar[illegible] [illegible] tion of [illegible] [illegible] tiude [illegible]

[illegible] Twombly, [illegible] ing of [illegible] Macmillan, 1920.

H8 Daniels, John. America via the neighborhood. New York, Harpers, 1920.

The author establishes the fact that genuine Americanization means the blending of cultural features in both native and foreign groups. The means by which this can be accomplished through small group organizations is described adequately in the book.

H9 Park, Robert Ezra and Miller, Herbert A. Old world traits transplanted. New York, Harpers, 1921.

An excellent treatment of the social heritage of Americans.

H10 Erskine, John. Democracy and ideals; a definition. New York, Geo. H. Doran, 1920.

A book of genuine inspiration and enlightenment. It should be read by every young American that he may appreciate his democratic inheritance and learn to do his part in its enlargement and perpetuation.

H11 _____ What is Americanism? A symposium. American Journal of Sociology. Vol. 20; 433-486, 613-628. Jan Mar '15

H12 Eliot, Charles William. American contributions to civilization and other essays. New York, Century, 1897.

The Working of the American democracy and Equality in a republic are other essays in this series.

H13 Mabie, Hamilton Wright. American ideals, character and life. New York, Macmillan, 1913.

A series of lectures on Americans and Americanism delivered by the author in Japanese universities in 1913.

H14 Van Dyke, Henry. The Spirit of America. New York, Macmillan, 1912.

This is a report made to French students in Paris of the things that seemed vital in the life and character of the American people.

H15 Roosevelt, Theodore. American ideals and other essays social and political. New York, G. P. Putnam's sons, 1907.

The essay on True Americanism is also included in the collection.

H16 Munsterberg, Hugo. American traits from the point of view of a German. Boston, Houghton Mifflin, 1901.

The American democracy is treated remarkably well in the last chapter.

H17 Frank, Waldo. Our America. New York, Boni & Liveright 1919.

A brilliant though somewhat startling interpretation of spirit of America as found in certain writers and artists.

H18 Monroe, Paul and Miller, Irving Elgar. The American spirit; a basis for world democracy. Yonkers-on-Hudson, World Book Co., 1918.

This is a compilation of speeches and writings of prominent Americans in the effort to present examples of genuine patriotism.

H19 Forester, Norman and Pierson, W. W., Jr. American ideals. Boston, Houghton Mifflin, 1917.

Lincoln, Roosevelt, Whitman, Bryce, Wilson and others are quoted in a series of essays, addresses and state papers that express American ideals. A final chapter is devoted to foreign opinion of the United States.

H20 _____ Liberty, peace and justice. Houghton Mifflin, 1918.

A series of essays, mostly written by Woodrow Wilson, on American ideals in the World War. They are well arranged to present an ordered conception of principles of American democracy as they have developed from The Declaration of Independence and the Address at Gettysburg to the present time.

Roosevelt, Theodore. [illegible] and political. New York: [illegible] 1909.

[illegible] in the collection.

Münsterberg, [illegible] view of [illegible].

[illegible] well in the text [illegible].

Frank, Waldo. [illegible] 1920.

A political theory [illegible] ation of [illegible] values [illegible].

Sumner, Earl and Miller, Irving [illegible] spirit, a basis for [illegible] matter, [illegible].

This is a compilation of [illegible] of prominent American [illegible] examples of [illegible].

Roberts, Roman and [illegible] Boston, Houghton [illegible] 1924.

Lincoln, [illegible] and others are [illegible] dresses and [illegible] ideals. [illegible] opinion of the United States.

Liberty, peace and [illegible] 1919.

A series of essays, [illegible] ciples, on popular ideals in [illegible] are well arranged to present an [illegible] of principles of American [illegible] developed from the [illegible] the address at Gettysburg to the [illegible].

H21 Neumann, Henry. Teaching American ideals through literature. U. S. Bureau of Education, Bull. 1918, no. 32.

H22 Dodd, William Edward. Struggle for democracy in United States. International Journal of Ethics. Vol. 28; 465-484. July 1918.

A brief concise treatment of historical development of democracy in United States.

H23 Smith, James Allen. The Spirit of American government; a study of the Constitution: its origin, influence and relation to democracy. New York, Macmillan, 1912.

H24 McLaughlin, Andrew Cunningham. Steps in development of American democracy. New York, Abingdon press, 1920.

The book considers a few salient factors in the making of the American democracy, and describes some American doctrines and beliefs.

H25 Becker, Carl. The United States; an experiment in democracy. New York, Harpers, 1920.

An excellent analysis of the features of democratic society in United States written in a very interesting style by an eminent historian.

H26 Becker, Carl. The Declaration of Independence. Harcourt Brace, 1922.

Announced for publication soon.

H27 Merriam, Charles Edward. American political ideas; studies in the development of American political thought, 1865-1917. New York, Macmillan, 1920.

H28 Beard, Charles Austin. American government and politics. New York, Macmillan, 3 ed., 1920.

H29 Young, James Thomas. New American government and its work. New York, Macmillan, 1915.

An excellent complete text for the work of the American government as well as for its form. The

Neumann, Sonny. Teaching American ideals through literature. [illegible] 1. 3. Thirds of [illegible]. Mill. [illegible] no. [illegible]

Hay Todd, William Howard. [illegible] for [illegible] in [illegible] States. International [illegible] Series. 1. [illegible] 465-484. July 1914.

A brief concise statement [illegible] part of [illegible] in [illegible] law.

Smith, James Allen. [illegible] a study of the Constitution. [illegible] and relation to democracy. [illegible]

Holcombe, Arthur [illegible]. [illegible] American democracy. [illegible]

The body politic [illegible] making of the American democracy, [illegible] American doctrines and [illegible].

Booker, Earl. The United States; [illegible] century. New York, Harper, [illegible].

An excellent [illegible] of [illegible] civic society in [illegible] textbook [illegible] conversational style by an [illegible].

Booker, Earl. The [illegible] Dodd, 1922.

Sources for [illegible].

Merriam, Charles Edward. American political [illegible] in the development of [illegible] 1861-1917. New York, [illegible], 1920.

Beard, Charles Austin. American government [illegible]. New York, Macmillan, 2 [illegible], 1914.

Young, James Thomas. The American [illegible]. New York, Macmillan, 1913.

An excellent complete text for the work of American government as well as the [illegible].

regulation of business, social legislation, judicial decisions and the powers of the executive are treated particularly fully to indicate the changes taking place in the work of government. It is exceedingly helpful to find as much emphasis upon function as upon the structure of political organization.

III. EDUCATION.

1. Principles of Education--~~General~~.

J1 Dewey, John. Democracy and education; an introduction to the philosophy of education. New York, Macmillan, 1916.

"The following pages embody an endeavor to detect and state the ideas implied in a democratic society and to apply these ideas to the problems of the enterprise of education. The discussion includes an indication of the constructive aims and methods of public education as seen from this point of view, and a critical estimate of the theories of knowing and moral development which were formulated in earlier social conditions, but which still operate, in societies nominally democratic, to hamper the adequate realization of the democratic ideal."

J2 Garnett, James Clerk Maxwell. Education and world citizenship. Cambridge, Univ. press, 1921.

A scholarly treatise that attempts "in light of modern knowledge of physiological psychology, to formulate, however tentatively, a few simple and general principles of education". The author states great indebtedness to William James and Dr. Wm. Mc Dougall.

Book I is introductory and historical; Book II is concerned with aim of education; Book III treats of a system of education designed to achieve the aim set forth in Book II.

J3 Coursault, Jesse Harliaman. Principles of education. Boston, Silver Burdett, 1920.

The method adopted here for presenting the principles of education is to analyze into its factors the process of human development which education is to control, and to find how these factors unite in doing their work. The work is divided into three main divisions, the Individual process, the Social process and the Educational process.

III. BIBLIOGRAPHY.

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1. Dewey, John. Democracy and Education, an introduction to the philosophy of education. New York, Macmillan, 1916.

The following pages should be consulted in order and which lose lower level ... sociology and to apply these ideas to the problems of the enterprise of education. ... include an introduction ... methods of pupil in education as seen from this point of view, and a critical appreciation of the bearing of knowing and other developments ... in social ... ends, in scientific method, ... the adequate realization of the ...

2. Barnett, James Oliver Maxwell. Education and ... ship. Cambridge, Eng. Press, 1920.

A scholarly ... modern tendency ... material, modern activity ... real principles of education. ... great intellectual ... to ...

Book I is introductory and ... is concerned with aim of education ... of a system of education ... set forth in Book ...

3. Coubertin, Pierre Fredimond. Principles of ... Boston, Silver Burdett, 1896.

The method adopted here for presenting the principles of education is to ... factors the process ... education is to ... unite in doing their work. The ... into three main divisions, ... the social process ...

J4 Bode, Boyd Henry. Fundamentals of education. New York, Macmillan, 1921.

"The purpose of this volume is to interpret present day educational problems from the standpoint of pragmatic philosophy. The discussion is centered chiefly on two main topics: the aims or ideals which should be dominant in education and the nature of the mind or intelligence with which education has to deal."

J5 Moore, Ernest Carroll. What is education? Boston, Ginn & Co., 1915.

The book is a series of essays somewhat closely related in an effort to determine what is knowledge.

J6 Judd, Charles Hubbard. Introduction to scientific study of education. Boston, Ginn & Co., 1918.

An analysis of definite educational problems is presented as basis for further study. The book is intended for use in professional schools and colleges.

J7 Miller, Irving Elgar. Education for the needs of life. A textbook in the principles of education. New York, Macmillan, 1917.

J8 Inglis, Alexander. Principles of secondary education. Boston, Houghton Mifflin, 1918.

This volume is divided into three parts. "Part I is devoted to a consideration of the raw material with which secondary education deals, i.e. boys and girls approximately twelve to eighteen years of age. Part II is devoted to a consideration of the secondary school as a social institution--its character, place, and function. Part III is devoted to a consideration of the means and materials wherewith the aims of secondary education can be achieved." The book is a good comprehensive study by one of our leading educators.

14. Bode, John Harvey. Problems of adolescent [illegible]. Boston, Ginn, 1921.

"The purpose of this volume is [illegible] present day educational problems [illegible] point of view of the teacher. [illegible] considered chiefly or [illegible] ideals which [illegible] the nature of the child [illegible] education [illegible] as well."

15. Moore, Ernest Carroll. [illegible] & Co., 1916.

"The book is a [illegible] is related in an effort to [illegible] ledge."

16. Judd, Charles Hubbard. [illegible] study of education. [illegible]

"A analytical [illegible] is presented as [illegible] is intended for use in [illegible] colleges."

17. Miller, Irving Elmer. [illegible] textbook in [illegible] York, Macmillan, 1917.

18. Inglis, Alexander. [illegible] Boston, Houghton [illegible], 1909.

"This volume is [illegible] "Part I is devoted to a [illegible] material also and [illegible] i.e. boys and girls [illegible] years of age. [illegible] of the secondary school [illegible] the adolescent, place, and [illegible] devoted to a consideration [illegible] concerning the aims of secondary education [illegible] achieved." The book is a [illegible] by one of our leading educators.

J9 Monroe, Paul, editor. Principles of secondary education. New York, Macmillan, 1914.

An excellent compilation of essays on the different phases of secondary education by leading authorities. They are very carefully planned, arranged and executed, so that genuine advantage is gained even from points of view that are in conflict.

J10 _____ Cardinal principles of secondary education. A report of the committee on re-organization of secondary education appointed by the National Educational Association. U. S. Bureau of Education, Bull. 1918, no. 35.

J11 Bonser, Frederick Gordon. Elementary school curriculum. New York, Macmillan, 1921.

The Elementary school curriculum is a very valuable discussion of the basic principles upon which elementary education should be based. Professor Bonser analyzes the general aims of life in terms of purposeful activities and shows how the curriculum should emerge from these life activities. The remaining three-fourths of the book is devoted to explaining how these aims of life are promoted by the respective kinds of subject matter used in the curriculum.

J12 Dewey, John. The School and society. Chicago, Univ. of Chicago press, 1915.

First published in 1899, it has exerted tremendous influence upon educational principles and practices.

J13 Chancellor, William Estabrook. Educational sociology. New York, Century, 1919.

The subject matter of this book falls into three divisions, Social movements, Social institutions and Social measurement, which are fully treated to determine the scope and value of educational sociology. The work is especially helpful for civic education.

Monroe, Paul, editor. Encyclopedia of [illegible]. New York, Macmillan, 1914.

An excellent compilation of various contributions [illegible] ferent phases of secondary education by leading authorities. They are very carefully [illegible], arranged and expounded, so that practically everything is related even from points of view [illegible].

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The elementary social [illegible] valuable discussion [illegible] which elementary [illegible] see Monroe [illegible] terms of purposeful activities [illegible] curriculum should [illegible] The remaining three-fourths of the book [illegible] to explaining the [illegible] of life [illegible] by the reasonable limits of [illegible] the curriculum.

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Thorndike, William Tenbroek. [illegible] New York, Macmillan, 1914.

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J14 Smith, Walter Robinson. Introduction to educational sociology. Boston, Houghton Mifflin, 1917.

The Sociological foundations and Educational applications are the two parts of the book in which the author succeeds in relating the factors of group organization in society to the function and structure of education.

J15 Clow, Frederick Redman. Principles of sociology with educational applications. New York, Macmillan, 1920.

The Factors of society, Social organization and Social progress are the main divisions of the book which contains numerous excerpts from other writers and adequate references.

J16 Snedden, David. Educational sociology: a digest and syllabus. New York, Teachers' College, Columbia Univ., 1917.

J17 Kirpatrick, Edwin Asbury. Fundamentals of sociology; with special emphasis upon community and educational problems. Boston, Houghton Mifflin, 1916.

J18 Hart, Joseph Kinmot. Democracy in education, a social interpretation of history of education. New York, Century, 1918.

Without doubt a helpful and stimulating interpretation of the social forces which have produced the problem of education in the modern world. The book has no equal as a social interpretation of the history of education.

J19 Finney, Ross Lee. The American public school; a genetic study of principles, practices, and present problems. New York, Macmillan, 1921.

An excellent historical survey.

J20 Cubberley, Ellwood Patterson. Public education in the United States, a study and interpretation of American educational history; an introductory textbook dealing with the larger problems of present day education in the light of their historical development. Boston, Houghton Mifflin, 1919.

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Snow, Frederick Homer. [illegible] of [illegible] educational [illegible]. [illegible] 1920.

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Kinney, Rose Lee. The [illegible] study of psychology, [illegible] New York, Macmillan, 1921.

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J21 Judd, Charles Hubbard. The Evolution of a democratic school system. Boston, Houghton Mifflin, 1918.

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J22 Lange, Alexis Frederick. Reorganization of the school system. Sierra Educational News. Vol. 14; 337-43. June 1918.

This article has attracted considerable attention in the emphasis which it places upon equality of educational opportunities in a democratic school system.

J23 Robbins, Charles Leonidas. The School as a social institution; an introduction to the study of social education. Boston, Allyn & Bacon, 1918.

"It is the purpose of this book to make available for teachers, social workers and citizens interested in social problems such a survey of the school as will present in a brief yet moderately comprehensive manner the social significance of its educational work, its relation to other institutions and forces, its function as a determining and controlling force, its work as a protective agency, and its service as a community center."

J24 Betts, George Herbert. Social principles of education. New York, C. Scribner's sons, 1912.

"To formulate the social concept of education; to offer some help, however slight, toward bringing the social meaning of education more clearly to the consciousness; to make a tentative statement of the social principles underlying the educational aim and process" is the statement of purpose in the words of the author. Part I is a discussion of Educational elements and aim, Part II, The Social process and education, Part III, Socializing the individual. Without doubt the author has achieved a worthy purpose in a remarkable manner.

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J27 Pyle, William Henry. Psychology of learning; an advance text in educational psychology. Baltimore, Warwick & York, 1921.

J28 Edwards, Austin Southwick. Fundamental principles of learning and study. Baltimore, Warwick & York, 1920.

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J29 Starch, Daniel. Educational psychology. New York, Macmillan, 1919.

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J30 Thorndike, Edward Lee. Educational psychology. Briefer course. Columbia Univ. press, 1918.

The Original nature of man, the Psychology of learning, Individual differences and their causes, are the three main divisions of this extensive work.

J31 Hall, Granville Stanley. Adolescence, its psychology and its relation to physiology, anthropology, sociology, sex, crime, religion and education. New York, D. Appleton, 1904.

A monumental work that will continue for a long time to influence our educational thinking.

J32 Horne, Herman Harrell. Psychological principles of education. New York, Macmillan, 1906; 1920.

The third part on Emotional education, or educating the mind to feel, and the fourth part on Moral education, or educating the mind to will, have particular value for civic education.

J33 Norsworthy, Naomi and Whitley, Mary T. Psychology of childhood. New York, Macmillan, 1918.

J34 La Rue, Daniel Walford. Psychology for teachers. New York, American Book Co., 1920.

This is a remarkably successful attempt to make a genuine application of psychology to the actual problems of teaching. The author uses illustrative material of a very concrete type to develop specific problems connected with the explanation of particular principles. The book should prove very valuable for an introductory course for teachers.

J35 Pyle, William Henry. Science of human nature; a psychology for beginners. Boston, Silver Burdett, 1917.

J36 Terman, Lewis Madison. The Measurement of intelligence. Boston, Houghton Mifflin, 1916.

[illegible] of [illegible]. The [illegible]
[illegible] and the [illegible]
subjects [illegible]
[illegible].

[illegible] Thomsville, [illegible]
course. [illegible]

[illegible]

[illegible] Hall, [illegible]
its relation to [illegible]
[illegible]
[illegible] 1904.

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[illegible]

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[illegible] Forsworthy, [illegible]
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[illegible] Frin, [illegible]
[illegible]

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J37 Terman, Lewis Madison. The Intelligence of school children. How children differ in ability, the Use of mental tests in school grading, and the Proper education of exceptional children. Boston, Houghton Mifflin, 1919.

J38 Low, Barbara. The Bearing of psychoanalysis upon education. New York, Harcourt Brace, 1922.

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J39 Lay, Wilfrid. The child's unconscious mind; the relation of psychoanalysis to education. A book for teachers and parents. New York, Dodd Mead, 1917.

Terman, Lewis Madison. [illegible] of mental childhood. [illegible] children differ in ability, and in of mental tests in school grading, and the [illegible] education of mentally gifted children. Boston, Houghton Mifflin, 1916.

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Lay, Albert. The child's [illegible], the [illegible] of Exceptional pupils to education. [illegible] and parents. New York, [illegible], 1927.

2. Modern Practice in Education.

K1 Snedden, David. Sociological determination of objectives in education. Philadelphia, J. B. Lippincott, 1921.

"The writer has undertaken in each chapter to do at least three things, no one of which can, obviously, be at all completely done in the present youthful state of the social sciences. The first is to search for certain sources in the social sciences or in experience from which to derive standards of examination for the 'faith objectives' not controlling in the departments dealt with; the second is to criticize those faiths which have probably come to have the injurious characteristics of superstitions; and the third is to propose, tentatively, certain new objectives for examination."

There are excellent chapters the Objectives of history as a social science study, the Objectives of social education and the Formation of moral character.

K2 Foster, Herbert Hamilton. Principles of teaching in secondary education. New York, C. Scribner's sons, 1921.

"The book is a protest against formalism and mechanism on the one hand and unsystematic procedure on the other. The point of view is functional, in that in each step there is a procedure from discovery of aim to adaptation of process to aim. The author is also governed by the conviction that a well-planned lesson is more than a mere series of topics for study, but as a whole possesses an organic unity. While at least the greater part of the content of the book is applicable to all stages of instruction, it is intended especially for the work of the secondary school, including the junior high school."

K3 Lull, Herbert Galen and Wilson, Harry Bruce. Redirection of high school instruction. Philadelphia, J. B. Lippincott, 1921.

"The central problem of this book is to discover and organize the functional elements of high school instruction. The view that the school is an instrument of social interpretation, social adjustment, and

2. Modern Approach to Education.

Bowden, David. Sociological Perspectives of Education in Education. Philadelphia. [illegible]. Lippincott, 1971.

[illegible] at least three things, [illegible] be at all consistently [illegible] aspects of the social sciences. [illegible] for certain sources in the social [illegible] problems from which to develop [illegible] tion for the "field" [illegible] the importance to each [illegible] those fields which have [illegible] judicious correlation [illegible] belief in [illegible] [illegible] for generalization.

There are [illegible] history as a social science [illegible] social education [illegible] [illegible] social [illegible].

K2 Fowler, Norbert Reginald. [illegible] in secondary education. [illegible] [illegible] 1971.

"The book is a [illegible] [illegible] on the [illegible] [illegible] the [illegible]. The [illegible] [illegible] of view to [illegible] [illegible] [illegible] is also [illegible] by the [illegible] [illegible] and [illegible] is more [illegible] study, but as a [illegible] [illegible] at least [illegible] the book is [illegible] [illegible] it is intended [illegible] [illegible] school [illegible] [illegible].

K3 Hall, Norbert [illegible] Hall Tilden, Harry. [illegible] of [illegible] School Instruction. [illegible] Lippincott, 1971.

"The central [illegible] [illegible] and [illegible] the [illegible] instruction. The view that the [illegible] [illegible] and of social institutions, [illegible]

social control is maintained throughout. The problems of instruction are approached from the viewpoint of social processes and values. The word instruction is used in a broader sense than is usually implied in the word method.

Within the broader meaning of instruction the authors have not hesitated to discuss questions involving the administration of the curriculum, the administration of student activities and the selection and evaluation of subject matter, whenever they are related directly to the student's learning processes in the realization of educational values."

K4 Snedden, David. Problems of secondary education. Boston, Houghton Mifflin, 1919.

A series of essays directed specifically to superintendents, principals, and teachers in secondary schools. To a teacher of history and to a teacher of social science the social point of view is especially valuable, but Professor Snedden's sociological viewpoint makes all his writings of great assistance in interpreting education from the standpoint of specific social needs.

K5 Johnston, Charles Hughes and others. The Modern high school. New York, C. Scribner's sons, 1916.

K6 _____ Cardinal principles of secondary education. A report of the committee on reorganization of secondary education appointed by the National Educational Association. U. S. Bureau of Education, Bull. 1918, no. 35.

K7 Briggs, Thomas Henry. The Junior high school. Boston, Houghton Mifflin, 1920.

A comprehensive work on the nature and functions of the Junior High School.

K8 Koos, Leonard V. The Junior high school. New York, Harcourt Brace, 1921.

A study of the organization of junior high schools.

K9 Lange, Alexis Frederick. The Junior college as an integral part of the public school system. School Review, Vol. 25; 465-479. Sept. 1917.

social control in multiracial societies ...
problems of industrial [illegible]
viewpoint of social [illegible]
world institutions [illegible]
in Russell [illegible]

Within the broad [illegible]
authors have not [illegible]
involving the [illegible]
administration of [illegible]
tion and validity [illegible]
are related [illegible]
causes [illegible]

Sanders, Irwin. [illegible]
Houghton Mifflin [illegible]

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[illegible]

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K10 Bobbitt, Franklin. The Curriculum. Boston, Houghton Mifflin, 1918.

Education for citizenship, comprising the Nature of the good citizen, the Development of enlightened large group consciousness, Moral and religious education is the title of the third section of this book. The treatment is fundamental and exceedingly suggestive for civic education. The other sections of the book have an equally important bearing upon the other phases of education.

K11 Bonser, Frederick Gordon. Elementary school curriculum. New York, Macmillan, 1921.

K12 Wells, Margaret Elizabeth. A Project curriculum, dealing with the project as a means of organizing the curriculum of the elementary school. Philadelphia, J. B. Lippincott, 1921.

K13 Meriam, Junius Lathrop. Child life and the curriculum. Yonkers-on-Hudson, New York, World Book Co., 1920.

A criticism of the traditional curriculum followed by an analysis of the principles in the making of curricula lead to a description of the remarkably interesting work that Professor Meriam is doing in connection with the University of Missouri.

K14 Freeland, George Earl. Modern elementary school practice. New York, Macmillan, 1919.

K15 Dewey, John and Dewey, Evelyn. Schools of tomorrow. New York, E. P. Dutton, 1915.

K16 Dewey, Evelyn. New Schools for old; the regeneration of the Porter school. New York, E. P. Dutton, 1919.

An inspirational as well as a detailed account of what a school can mean to a rural community, being a description of Mrs. Marie Turner Harvey's work as a teacher in the Porter Rural School in Missouri. The chapters on the social life of the school and its organization are extremely valuable as an illustration of civic education.

K17 Cummins, Robert Alexander. A Completely socialized school. School and Society, Vol. 10; 685-692. Dec. 13, 1919. Also in American Journal of Sociology, Vol. 26; 195-206. Sept. 1920.

Babbitt, Frank[illegible]. The [illegible]. [illegible] Ginn, 1921.

Education for citizenship [illegible] nature of the good citizen, the influence of [illegible] organized large group [illegible] religious education in the [illegible] section of this book. The treatment is [illegible] and exceedingly suggestive for civic [illegible]. The other sections of the book [illegible] personal bearing upon the [illegible].

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Prosser, [illegible]. [illegible] Ginn [illegible], [illegible].

Reed, John [illegible]. [illegible] York, [illegible], 1921.

Reed, Ralph. The [illegible] the [illegible] school. [illegible].

In elementary [illegible] of what a school may [illegible] a description of the [illegible] a teacher in the [illegible] character of the [illegible] participation [illegible] of civic [illegible].

Thomas, Robert [illegible]. [illegible] School and Society. [illegible] Also in [illegible] Journal of [illegible] Sept. 1920.

3. Objectives of Civic Education.

L1 Hetherington, Hector James Wright and Muirhead, John Henry. Social purpose; a contribution to a philosophy of civic society. New York, Macmillan, 1918.

A book that presents the civic point of view and emphasizes the need of civic training for a civic-minded society.

L2 Robinson, James Harvey. The Mind in the making; the relation of intelligence to social reform. New York, Harpers, 1921.

Professor Robinson makes some important statements regarding civic education in this remarkable analysis of the present status of the social sciences.

L3 Hart, Joseph Kinmot. Democracy in education. A Social interpretation of the history of education. New York, Century, 1918.

At the close of the book the author discusses the Democratic movement in education and the fundamental educational problem of the present, both of which interpret education in social terms that lead to civic education.

L4 Hart, Joseph Kinmot. The Progress of science and the fate of democracy. School and Society, Vol. 9; 249-259. March 1, 1919.

L5 Cope, Henry Frederick. Education for democracy. New York, Macmillan, 1920.

L6 Dunn, Arthur William. The Trend of civic education. In U. S. Bureau of Education Report, 1914, Vol 1, chap. 18; 401-416.

L7 Dunn, Arthur William. By what standard shall we judge the value of civic education. History Teacher's Magazine, Vol 6; 99-103. April 1915.

L8 Bobbitt, Franklin. The Curriculum. Boston, Houghton Mifflin, 1918.

3. Objectives of State Planning.

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[illegible] Harry Cole Prescott [illegible] [illegible] and supplement [illegible] [illegible] [illegible] [illegible].

[illegible] Robinson, James Harvey. [illegible] [illegible] [illegible]

Education for citizenship in this book comprises the Nature of good citizen, the Development of enlightened large-group consciousness and Moral and religious education. Professor Bobbitt has made some unusually good contributions in developing these conceptions.

L9 Ellwood, Charles Abram. Education for citizenship in a democracy. American Journal Sociology, Vol. 26; 73-81. July 1920.

L10 Lange, Alexis Frederick. Preparedness. School and Society, Vol. 5; 1-10. Jan. 6, 1917.

In this article Professor Lange stresses the definite social purposes that underly all preparedness.

L11 Lange, Alexis Frederick. A Junior College department of civic education. School and Society. Vol. 2;443. Sept. 25, 1915.

An excellent survey of the scope and need for extensive training in civic education in the Junior College.

L12 Gruenberg, Benjamin C. What are the opportunities before the high schools of the country in training men for public service and for efficient citizenship. School and Society, Vol. 5; 577-582. May 19, 1917.

L13 Moore, Harry Hascall. Our Complex civilization and the genius of its youth. School Review. Vol. 29; 617-627. Oct. 1921.

A plea for the study of the sociology and social problems in high schools.

L14 Hill, David Spence. Education for American democracy. School and Society. Vol. 5; 691-696. June 16, 1917.

L15 Russell, James Edward. Education for democracy. Teachers' College Record. Vol. 19; 219-228. May, 1918.

L16 Russell, James Edward. Education for citizenship. Teachers' College Record. Vol. 17; 113-126. March 1916.

L17 Snedden, David. Some new problems in education for citizenship. International Journal of Ethics, Vol. 30; 1-15. Oct. 1919.

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L18 Hart, Albert Bushnell. The Lesson of the obligation of citizenship. Education, Vol. 38; 740-754. June 1918.

L19 _____ Cardinal Principles of secondary education. A report of the committee on reorganization of secondary education appointed by the National Educational Association. U. S. Bureau of Education, Bull. 1918, no. 35.

L20 _____ Social studies in secondary education. Report of the committee on social studies of the commission on the reorganization of secondary education of the National Educational Association. U. S. Bureau of Education, Bull, 1916, no. 28.

L21 Rapeer, Louis ~~Urm~~ Wm. A Core curriculum for high schools. School and Society, Vol. 5; 541-549. May 12, 1917.

L22 Lull, Herbert Galen. The Social core of the high school curriculum. School Review, Vol. 26; 7-17. Jan. 1918.

L23 Smith, Walter Robinson. The Fundamentals of a socialized educational program. School and Society, Vol. 8; 35-41. July 13, 1918.

L24 Foster, Herbert Hamilton. Principles of teaching in secondary education. New York, C. Scribner's sons, 1921.

In the chapter on Individual and social elements in secondary instruction the author describes the social intelligence, social disposition, social efficiency, and social habit as aims in education and analyzes the manner in which instruction in school is related to them.

L25 Inglis, Alexander. Principles of secondary education. Boston, Houghton Mifflin, 1918.

The chapters on Social principles determining secondary education and the Place of social sciences in the program of studies are excellent in the suggestions they offer for determining the goals of civic education.

L26 Snedden, David. Sociological determination of objectives in education. Philadelphia, J. B. Lippincott, 1921.

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Philadelphia, Ginn and Co., 1896. [illegible]

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The Objectives of history as a social science study, the Objectives of social education, and the Formation of moral character are three chapters bearing upon civic education.

L27 Snedden, David. History and other social sciences in the education of youths twelve to eighteen years of age. School and Society, Vol. 5; 271-281; 307-313. Mar. 10+ 17, 1917.

L28 Snedden, David. Problems of secondary education. Boston, Houghton Mifflin, 1917.

Some unusually stimulating suggestions are made in regard to a reorganization of history and social science in order that they may function more adequately for purposes of civic education.

L29 Bonser, Frederick Gordon. The Elementary school curriculum. New York, Macmillan, 1920.

The splendid discussion of history in this volume shows its great possibilities as a social study and hence its relation to the aim of civic education. There is also included a chapter on Citizenship and the curriculum.

L30 Reisner, Edward Hartman. Civic efficiency and elementary studies. Teachers' College Record, Vol. 19; 259-268. May 1918.

L31 Snedden, David. Education toward formation of moral character. Educational Review, Vol. 57; 286-297. April, 1919.

L32 Dewey, John. Moral principles in education. Boston, Houghton Mifflin, 1909.

An excellent little monograph that indicates the Moral training given by the school community, the Moral training from methods of instruction and the Social nature of the course of study, the last of which pertains particularly to civic education.

L33 Neumann, Henry. Moral values in secondary education. A report of the commission on the reorganization of secondary education, appointed by the National Educational Association. U. S. Bureau of Education, Bull. 1917, no. 51.

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